

Environment Plans

Environment Plan Title: Calendar Time Expectations

Age Group/Age of Child: Kindergarten

Materials Needed: Calendar Area in classroom, Calendar, Calendar Numbers, Calendar Days of the Week, Months of the Year, Colors, Numbers, Shapes, etc. that are developmentally appropriate in this area for Kindergarten

Objectives (What do you want the student(s) to practice, 2-3 objectives total):

- Students will understand how to behave during calendar time.
- Students will understand how to respectfully ask questions during calendar time.
- Students will understand what their job is during calendar time.

Set Up (How will the environment need to be set up?):

- Calendar will be on a wall area at Kindergarten level and put together for the current month (this means number on the calendar in the correct spot for the month, month at top of calendar and days of the week are on calendar).
- The colors, shapes, numbers, etc. will be on the wall around the calendar area as well, but making sure to leave space between the different things so it does not look overcrowded or busy.
- May need to have dots set up on the ground to have one student per dot, or a rug with different ways to assign spots, if necessary.

Explanation of the Activity (Explain the process of the activity and how students will practice the skills you're targeting):

- I would model how the students are expected to behave:
 - The students are expected to sit criss-cross applesauce on their bumpers while keeping hands to themselves.
 - The students will raise their hands and wait to be called on if they have a question.
 - They will have voice level 0 except when doing the activity at the calendar with me (or after released to the student then when the student is doing it).
- I would model how the students are not to behave (unacceptable behavior/actions during this time)

Assessment (How will you know if the plan is successful? What will you be watching for or asking children to do?):

- I would know the plan was successful once the students need less reminding/prompting on what their jobs are.
- I would know the plan was successful once the students were able to do the different calendar expectations fairly accurately.

- I will be watching for all students to be actively participating at appropriate times and being quiet when it is time to not be actively participating.

Environment Plan Title: Cozy/Reading Area Expectations

Age Group/Age of Child: Kindergarten

Materials Needed: Book shelves, Books, Bean Bag Chairs, Bean Bags, Pillows to sit on, Soft Seating, Soft Chairs

Objectives (What do you want the student(s) to practice, 2-3 objectives total):

- The students will be able to sit quietly in their own space while being focused on their book they chose to read.
- The students will be participating in self control of their bodies while using this space by keeping their hands to themselves.
- The students will be in the quiet reading area for a set amount of time to practice allowing others to utilize the area during the school day as well.

Set Up (How will the environment need to be set up?):

- The Quiet/Reading area will be set up in a corner of the classroom with the two bookshelves helping to create walls or define the space.
- Chairs, soft seating, bean bags, etc. will be needed in this area for a variety of seating options.
- Larger seating will be placed on the outside of the book shelves to allow for adequate room inside the space for book picking/choosing and reading inside while still being able to easily move.
- Smaller seating will be placed within the book shelves to allow for a variety of seating options that can be utilized within the area, but could also be brought out into a different area of the classroom if desired.
- The books on the bookshelves will be in a predetermined organized manner so students can easily find the kind of book they are looking for if looking for a certain one.

Explanation of the Activity (Explain the process of the activity and how students will practice the skills you're targeting):

- I would explain to the students that they are to be respectful, not talking, or touching other people while in this area.
- While in this area they need to be able to choose a book or two to read, then choose a spot to read the book(s) by themselves (unless determined partner reading prior) while practicing and mastering all expectations of this area.
- I would model how to be respectful of others using the area by giving them some examples and non-examples, meaning examples of not being respectful of others utilizing this area.
- I will set a 15-20 minute timer for the students so they know how long they are able to remain in the quiet/reading area at that time. Eventually the timers will go away as they are able to adequately use the area while ensuring the rest of their classmates who wish to use this area are able to do so or get the opportunity to do so.

Assessment (How will you know if the plan is successful? What will you be watching for or asking children to do?):

- I would watch the students to see how well they are able to pick out a book that keeps them interested.
- I would watch to see if students are able to be respectful of others and not rough house while in the quiet/reading area.

Environment Plan Title: Dramatic Play/Dress up Area Expectations

Age Group/Age of Child: Kindergarten

Materials Needed: Kitchen set, Kitchen Materials (food pieces, utensils, cups, plates, dishes, etc.) , Dress up Closet, Little Store set, etc. and a bin

Objectives (What do you want the student(s) to practice, 2-3 objectives total):

- The students will be able to get along with others in an acceptable and respectful way while utilizing the dramatic play/dress up areas.
- The students will be able to utilize their imaginations in unique ways while in the dramatic play/dress up areas.
- The students will be able to expand on their experiences and language while in the dramatic play/dress up areas.

Set Up (How will the environment need to be set up?):

- The dramatic play area/dress up area will be in an area of the classroom that will be defined by the materials.
- The kitchen set and dress up closet will be next to each other. They will be set up against a wall or against a bookshelf or other cabinet that may be in the classroom.
- The store stand/little store set will be across from the kitchen set or against the wall. However, if wanting students to be able to use the front and back of the stand (seller and buyer) you will not want the store stand to be against the wall or shelving of any sorts.
- There will also be a bin to store any extra things that may not fit in the different things already in this area.

Explanation of the Activity (Explain the process of the activity and how students will practice the skills you're targeting):

- Expectations that are appropriate for this area:
 - The students will use their imaginations when playing in the dramatic play/dress up area.
 - They will get along with their classmates who are also using the area at the same time.
 - While in this area the students can collaborate different imaginative/dramatic play scenarios together to create a unique dramatic play.
- I would demonstrate how they could get along with others who are using the area at the same time as them while still being able to use their own imaginations in what they could do in this area. I would also demonstrate a few non-examples of them getting along with others who are using this area as well.

Assessment (How will you know if the plan is successful? What will you be watching for or asking children to do?):

- I will observe how the students use the materials in unique ways.
- I will observe how the students collaborate with classmates who are also using the materials in the area and how well they are able to do this or not do this.

Environment Plan Title: Teacher Corner/Small Group Area Expectations

Age Group/Age of Child: Kindergarten

Materials Needed: Kidney Table, seating (hokki stools, crate seats, regular chairs, etc.), Plants, Cabinets, Storage Shelves, Storage Bin, Teacher Chair, other necessary materials for successful small group times

Objectives (What do you want the student(s) to practice, 2-3 objectives total):

- The students will understand how to be respectful and active participants during small group time.
- The students will understand how to respectfully ask questions or how to respectfully respond/participate during small group time.
- The students will gain an understanding of when and what they are to do in small groups at small group time.

Set Up (How will the environment need to be set up?):

- The area will be in a corner of the classroom that will still allow me to see and observe the rest of the students during small group time when they are working on other work.
- There will be seating around the kidney table for 5-6 students and the teacher.
- Materials that are needed during small groups will be in easy reach by being stored in the cabinets or on the storage shelving.

Explanation of the Activity (Explain the process of the activity and how students will practice the skills you're targeting):

- Expectations that are appropriate for this area:
 - Students will be respectful of their peers during small group time, those in and out of small group time by practicing patients, raising their hands when wanting to speak, and using a voice level 1 at all times when talking.
 - The students will actively participate in the whole time by paying attention to the teacher and other students in the small group discussion.
 - The students will not go behind the kidney table, because that is the teacher area. Unless they are otherwise directed.
- I will demonstrate some non-expectations or the opposite of the expectations that are expected.

Assessment (How will you know if the plan is successful? What will you be watching for or asking children to do?):

- I will observe how each student participates or does not participate during small group time.
- I will observe how respectful the students are of one another that are in small groups and those who are not in a small group.